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MAYHEM,
AND THE
MOTHER
TONGUE

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EXECUTIVE
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IN

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OFF
CAMPUS
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OTR BULLETIN

GROUP 1
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OTR BULLETIN

Purpose

The purpose of the Office of Training Bulletin is:

- (a) To provide Training Officers, Supervisors, Managerial personnel and others with information on training opportunities within and outside the Agency.
- (b) To publish special articles dealing with education and training policy, philosophy, methods and techniques, and with training-related subjects of particular interest.
- (c) To promote interest in education and training as an aid in achieving Agency goals.

Recommendations for improving this service may be directed in writing to the Chief/AIR/ISS/OTR, Room 839, 1000 North Glebe Road, or by telephone to extension 2896.

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Hugh T. Cunningham

NEW DIRECTOR OF TRAINING

In April 1969 Hugh T. Cunningham returned to the Office of Training as Director. He had been Deputy

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tion of OTR from John H. Richardson.

Until 1942, when Mr. Cunningham joined the U.S. Army, he was involved in education. At Yale he took a B.A. and a Ph.D., and as a Rhodes Scholar at Balliol College, Oxford University, received a B.A., B. Litt., and M.A. From 1939 to 1942 he was an instructor in history and literature at Harvard and Radcliffe.

We extend a warm "welcome back" to Mr. Cunningham, express our wishes for a successful tenure as Director of Training, and offer our cooperation in achieving that goal.

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BULLETIN BOARD

READING IMPROVEMENT

After running seven Reading Improvement courses, OTR has called a halt for the summer months in order to evaluate this new program. The decision to continue or discard the program will be announced in future OTR publications.

COMMUNICATION COURSES

A series of courses will be offered by the Communications Department at American University's College of Continuing Education. All of these courses are conducted after-hours at off-campus locations for the convenience of persons who hold full-time jobs or are otherwise unable to attend on-campus classes during the day. Specific courses offered by the Communications Department are:

- 017.501GQ Communication Law
- 017.532GQ Publication Layout and Design
- 017.540GQ Principles of Public Relations
- 017.541GQ Publicity Writing
- 017.542GQ Promotional Campaigns
- 017.544GQ Public Relations in Government

Dates and locations of these courses will be found in the American University "Off-Campus Schedule of Courses", which will be published early in August.

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SPECIAL
NATIONAL
SECURITY
SEMINARS

The Industrial College of the Armed Forces (ICAF) is again offering a series of Special National Security Seminars. These will be held each afternoon in the ICAF Auditorium from 2 - 12 September 1969. A student need not be present at all sessions, but in order to receive the Certificate of Attendance, he must attend more than half the sessions. The program will cover the essential elements of our defense posture; the national and international environment as it affects our national security; resources, economic conditions, industrial capabilities and technologies of the United States and other nations; our research and development efforts; space and oceanographic programs, defense management systems; and how we stand as a nation among nations -- militarily, politically, and economically.

A detailed schedule will be available early in August. For a copy of this schedule or further information, call Claire on extension 2896.

There is no charge for this program, but registrations are due at ICAF no later than 22 August 1969. Those interested in registering should call Anne on extension 3137.

NEW COURSE

The Support School/OTR announces the following dates for the new Support Directorate Seminar (Problem Solving):

24 - 29 August for GS-15s
14 - 19 September for GS-14s
5 - 10 October for GS-15s
19 - 24 October for GS-14s
14 - 19 December for GS-14s

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CLERICAL
TRAINING
AND
TESTING

COURSES

OTR's refresher courses in typewriting and shorthand will be given:

11 Aug - 5 Sep	20 Oct - 14 Nov
15 Sep - 10 Oct	24 Nov - 19 Dec

Before taking either course an employee is required to take a preliminary test given by the Clerical Training Faculty (CTF). The results are used in placing the employee at the appropriate level. These tests are given on Wednesday, typewriting at 9:30 a.m. and shorthand at 10:30 a.m. Dates for the preliminary tests in the above courses are:

6 August	15 October
10 September	19 November

Submission of a Form 73 to TR/ISS/AIR for refresher training is all that is required to initiate testing. Training Officers are notified directly by CTF as to time and place to report.

QUALIFICATION TESTS

The CTF gives the Agency's tests in typewriting and shorthand to employees who want to qualify as typists and stenographers. Training Officers or Personnel Officers must arrange registration directly with CTF, extension 2100, before 5 p.m. the Thursday immediately preceding the desired Monday testing. Qualification tests in both typewriting and shorthand are given on the same morning, typewriting at 9 a.m. and shorthand at 10:30 a.m. CTF notifies Training Officers or Personnel Officers of the results of the tests.

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Tests will be given on: 4 and 18 August
 8 and 22 September
 13 and 27 October
 17 November
 1 and 22 December

Applicants report to Room 416, Ames Building.

Training Officers are reminded that on 16 June 1969 the waiting period between retests in both shorthand and typewriting was changed. Under the new plan an on-duty employee may take three qualification tests--one only on regularly scheduled tests dates. After the third test, however, an employee must wait 90 days between subsequent retests. In other words, the retesting cycle for an individual will be as follows:

1. Test 1
2. Test 2
3. Test 3
4. 90-day waiting period
5. Test 4
6. 90-day waiting period
7. Test 5
8. 90-day waiting period

Also effective 16 June 1969 the Agency Typewriting qualifying test was changed from a 10-minute writing to a 5-minute writing. Because of the difference in the length of the test, the error scale was revised. Training Officers should have a copy of Special Bulletin #24-69 dated 6 June 1969 in which the new scale was published.

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LANGUAGE SCHOOL

LANGUAGE TRAINING SCHEDULE

OTR's Language School will offer both full-time and part-time courses during the second 6 months of CY 69. Full-time courses are noted below and are conducted in the Washington Building Annex of Arlington Towers. Two series of part-time courses, running between 160 and 400 hours, will be offered; one will meet for four hours daily in the morning, and the other for four hours three days a week. Starting dates and the standard length for courses are set out below.

Language Courses (3 students minimum)

Full-Time Courses

Zero to Intermediate -- 28 weeks

French	8 September, 3 November
Spanish	8 September, 3 November
German	8 September, 3 November

All Other Languages* 8 September

*Full-time Japanese, Swedish, Greek, Czech, Vietnamese and Thai are scheduled on a negotiated basis with (the responsible) Agency components.

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Part-Time Courses (3 students minimum)

Zero to Elementary -- 20 weeks, MWF -- 4 hours each day

French	8 September, 3 November
Spanish	8 September, 3 November

All Other Languages** 8 September

**Part-time language training, other than French, Spanish, and certain specialized Russian Reading courses, are scheduled as noted or by special arrangement with the Language School.

Applications (Form 73) for either full-time or part-time language instruction must be submitted to the Admissions, Information, and Records Branch a minimum of six weeks prior to the beginning date of the course. Please indicate under "Remarks" (Item 12) all previous experience the employee has had in any foreign language or languages, particularly for the language in which training is being requested. Also state the level of proficiency desired. Training Officers will be informed if any precourse testing or interview is necessary and of final arrangements for attending classes. The Modern Language Aptitude Test (MLAT) is required before acceptance for language training. Proficiency tests are required for all students who enter with some knowledge of the language.

For further information contact OTR's Admissions, Information, and Records Branch, extension 2365.

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LANGUAGE PROFICIENCY TESTING

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Language proficiency tests are conducted by the OTR Language School to assist the Agency in maintaining a current inventory of its language capabilities, in accordance with [REDACTED] Language Development Program. The following schedule is for the use of employees who have an untested claim still on the record, for those whose previously tested proficiency is over three years old, and for those who are to be tested for other purposes, such as returnees from overseas.

Training Officers should arrange tests for employees by contacting the Language School, extension 3271.

Tests at Headquarters Building are scheduled on the following dates:

French : August 1, 5, 8, 12, 15, 19, 22, 26, 29
September 5, 9, 12, 16, 19, 23, 26, 30
October 3, 5, 10, 14, 17, 21, 24, 28, 31
November 4, 7, 14, 18, 21, 25
December 2, 5, 9, 12, 16, 19

German : August 1, 8, 15, 22, 29
September 5, 12, 19, 26
October 3, 10, 17, 24, 31
November 7, 14, 21
December 5, 12, 19

Spanish: August 5, 12, 19, 26
September 9, 16, 23, 30
October 7, 14, 21, 28
November 4, 18, 25
December 2, 9, 16

Spanish tests are offered on a space-available basis at Arlington Towers on the following dates:

August 7, 14, 21, 28
September 4, 11, 18, 25
October 2, 9, 16, 23, 30
November 6, 13, 20
December 4, 11, 18

Tests in all other languages are by arrangement.

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CALENDAR

AUGUST

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

Administrative Procedures	18 - 22 Aug
ADP Orientation	26 - 28 Aug
Advanced Management (Planning)	24 - 29 Aug
CIA Review	12 August
Clerical Refresher	11 Aug - 5 Sep
Intelligence Techniques (for CTs)	18 Aug - 5 Sep
Introduction to Intelligence	18 - 29 Aug
Linear Programming	4 - 8 Aug
Managerial Grid	10 - 15 Aug
Modified ADEPT Course	4 Aug - 5 Sep
Operating System/360	20 - 29 Aug
Orientation for Overseas	5 - 6 Aug
Programming Language/One	11 - 15 Aug
Support Directorate Seminar (Problem Solving)	24 - 29 Aug
Vietnam Area Course	11 - 15 Aug
	25 - 29 Aug
Vietnam Station Orientation	18 - 22 Aug

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SEPTEMBER

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

25X1A

APL/360	8 - 12 Sep
Administrative Procedures	15 - 19 Sep
Advanced Management (Planning)	14 - 19 Sep
Basic ADEPT Course	29 Sep - 2 Jan 1970
China Familiarization	29 Sep - 3 Oct
CIA Review	9 September
Clandestine Service Records I	8, 10, 12 Sep
Clandestine Service Records II	15 - 19 Sep
Clandestine Service Records III	22 - 23 Sep
Clerical Refresher	15 Sep - 10 Oct
Counterintelligence Familiarization	22 Sep - 3 Oct
Counterintelligence Operations	8 - 19 Sep
Field Finance and Logistics	8 - 26 Sep
	8 - 26 Sep
Information Reporting, Reports, and Requirements	8 - 26 Sep
Introduction to Communism	2 - 12 Sep
	29 Sep - 10 Oct
Introduction to Intelligence Management	15 - 26 Sep
Operational Interrogation	29 Sep - 3 Oct
Operations, Phase II	8 - 26 Sep
Operations Familiarization	8 Sep - 14 Nov
Orientation for Overseas	8 Sep - 3 Oct
PL/1 Macro Writing Course	2 - 3 Sep
	22 - 26 Sep
	22 - 26 Sep
Special Clandestine Operations Orientation Course for DDS&T	15 - 19 Sep
Supervision	22 - 26 Sep
Support Directorate Seminar (Problem Solving)	14 - 19 Sep
Support Services Review: Trends & Highlights	8 - 12 Sep
Systems Analysis	15 - 26 Sep
Writing Workshop (Basic)	16 Sep - 9 Oct
Writing Workshop (Intermediate)	15 Sep - 8 Oct

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OCTOBER						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

	Administrative Procedures	20 - 24 Oct
	ADP Orientation	21 - 23 Oct
25X1A	Advanced Management (Planning)	19 - 24 Oct
	Basic Country Survey: USSR	27 Oct - 7 Nov
	Budget Process Course	13 - 24 Oct
25X1A	Chiefs of Station Seminar	20 - 24 Oct
		6 - 17 Oct
		27 - 31 Oct
	CIA Review	14 October
	Clandestine Scientific & Technical Operations	13 - 24 Oct
	Clandestine Service Records I (for CTs)	9 - 10 Oct
	Clandestine Service Records II (for CTs)	13 - 17 Oct
	Clerical Refresher	20 Oct - 14 Nov
25X1A	Covert Action Operations Seminar	27 - 30 Oct
		6 - 9 Oct
	European Operations	6 - 24 Oct
	Information Reports Familiarization	6 - 10 Oct
		20 - 24 Oct
	Intelligence Briefing	20 Oct - 12 Nov
	Intelligence Production (for CTs)	13 Oct - 5 Dec
	Introduction to Communism	27 Oct - 7 Nov
	Introduction to Intelligence	13 - 24 Oct
	Midcareer Executive Development	12 Oct - 21 Nov
	Operations, Phase I	13 Oct - 23 Jan 1970
	Operations Support	6 - 24 Oct
	Orientation for Overseas	7 - 8 Oct
	Senior Management Seminar (Planning)	5 - 10 Oct
	Supervision	27 - 31 Oct
	Support Directorate Seminar (Problem Solving)	5 - 10 Oct
		19 - 24 Oct
	Support Services (for CTs)	13 Oct - 21 Nov
	Support Services Review: Trends & Highlights	27 - 31 Oct
25X1A	Vietnam Area Course	13 - 17 Oct
		6 - 10 Oct
	Vietnam Station Orientation	20 - 24 Oct

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NOVEMBER

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

25X1A

Administrative Procedures
ALC Macro Writing
CIA Review
Clandestine Service Records I
Clerical Refresher
Counterintelligence Operations
Field Finance and Logistics
Information Reporting, Reports, and
Requirements
Intelligence Review
Introduction to Communism
Introduction to Map Reading & Imagery
Analysis
JCS/DIA
Managerial Grid
Operational Interrogation
Orientation to Intelligence (for CTs)
Orientation for Overseas

17 - 21 Nov
24 - 28 Nov
3 - 7 Nov
12 November
24, 26, 28 Nov
24 Nov - 19 Dec
24 Nov - 5 Dec
3 - 21 Nov

3 - 21 Nov
3 - 14 Nov
24 Nov - 5 Dec

14 Nov - 3 Dec
18 - 19 Nov
2 - 7 Nov
3 - 21 Nov
24 Nov - 5 Dec

4 - 5 Nov
17 - 26 Nov
17 - 20 Nov
3 - 14 Nov
3 - 21 Nov
4 Nov - 2 Dec

25X1A

Politics Workshop
Programming Language/One
Soviet Bloc Operations
Writing Workshop (Basic)

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DECEMBER

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

25X1A

Administrative Procedures	8 - 12 Dec
ADP Orientation	2 - 4 Dec
Advanced Management (Planning)	14 - 19 Dec
APL/360	15 - 19 Dec
	15 - 19 Dec
CIA Review	9 December
Clandestine Service Records II	1 - 5 Dec
Clandestine Service Records III	8 - 9 Dec
COBOL Programming Technique	1 - 5 Dec
Communist Target: A Survey (for CTs)	8 - 19 Dec and
	5 - 9 Jan 1970
Counterintelligence Familiarization	8 - 19 Dec
Covert Action Familiarization	8 - 11 Dec
Information Reports Familiarization	8 - 12 Dec
	15 - 19 Dec
Interactive Course	1 - 5 Dec
Introduction to Intelligence	8 - 19 Dec
Management	1 - 5 Dec
Operations Support	1 - 19 Dec
Orientation for Overseas	2 - 3 Dec
PL/1 Macro Writing Course	8 - 12 Dec
PL/1 Programming Techniques	8 - 12 Dec
Supervision	8 - 12 Dec
Support Directorate Seminar (Problem Solving)	14 - 19 Dec
Support Services Review: Trends & Highlights	8 - 12 Dec
Vietnam Area Course	1 - 5 Dec
	15 - 19 Dec
Vietnam Station Orientation	8 - 12 Dec

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FEDERAL EXECUTIVE INSTITUTE



The Federal Executive Institute (FEI), which was established 9 May 1968 by Presidential Order, is administered by the U.S. Civil Service Commission for career executives at super-grade levels. Although grade and age are general standards, the Institute prefers to extend the criteria to include line managers, with emphasis on people presently in a position to influence their organization and organizational staff. Naturally, the larger the staff, the more widespread will be the effect of the course. Therefore, the Postmaster General of New York City, who supervises 43,000 employees, is an often-quoted example of the type of student who would benefit most from attendance at the Institute.

The FEI is presently housed at Charlottesville, Virginia, near the University of Virginia campus in the Thomas Jefferson Inn. This former motel achieves seclusion from the nearby highway and busy shopping center by a winding tree-lined road and its hill top location. The white buildings with their columns and balconies present a restful atmosphere where students are content to spend their stay in study and recreation. Facilities for study, play, eating and sleeping are all available in the existing structures, but eventually a permanent installation will be constructed on the University grounds.

The Institute conducts its Program in Executive Education five times yearly for approximately sixty participants. The eight weeks are divided into an

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initial week of planning, six weeks of development, and a final week of evaluation and future planning. The curriculum provides individual study time and a number of alternative activities within a common framework.

The Institute's stated goals are:

- (1) to heighten responsiveness to national needs and goals.
- (2) to increase appreciation of the totality of the governmental system.
- (3) to improve knowledge of managerial processes.

Throughout the program, emphasis is placed on the process of learning as well as the substance being discussed. So, a diversity of professional and personal backgrounds is not only an asset, but almost essential for any degree of success. This diversity should be evident from a profile of the participants. The average student comes from a non-military domestic agency or department, is 44 years old, in Grade 17, and supervises more than 50 people. He has an advanced degree in either social science, law, a hard science, or in Business or Public Administration, works in the Washington, D.C. area, and specializes in such programs as aerospace systems, cryptology, social and welfare programs, operations analysis, and administration. Until now, not more than one woman has attended any one course. The FEI would like to see more women participate in the future.

The eight-week program includes two working weekends and a workday from 8:15 a.m. to 9:00 p.m. A typical day includes a faculty or outside lecture, a lecture by one of the participants, a few hours of study, discussion or project work in a small group, and an evening lecture by a high-level speaker. Since growth of personal and executive effectiveness are prime objectives, supplying tools and suggesting methods of developing more effective and adaptive

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organizations follow as the means for achieving the goal. Although the program does not have a natural sequence, various segments of it can be identified:

1. Outside lectures by representatives from the Federal government and the academic world.
2. Micro-Seminars, short formal introductory courses, on various subjects: for instance, major problems in U.S. foreign policy, managerial psychology, organizational development, contemporary urban problems, R&D policy and administration, and black history.
3. Group Discussions, lectures and readings on current problems facing national policy makers.
4. Lectures by Participants in areas of their own particular competence or interest.
5. Group Projects based on a list of topics suggested by the faculty or of their own choosing.
6. A Modified Managerial Grid or a Management Workshop which consists of a series of case studies highlighting a variety of managerial problems.
7. Personal Growth Laboratories (Sensitivity Training) (T-group) or Literary Workshop, (Reading of plays which deal with public issues), (choice of one).
8. Individual Study and small organized discussions based on a variety of reading material on such subjects as comprehensive country programming, political activities of civil servants, youth culture, etc.
9. Feedback and Planning done by small organized groups.

In the initial runnings, the type of program structure, the inactive role of the faculty, and the emphasis on

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"doing your own thing" resulted in a curious fluctuating pattern of interest and commitment among participants. The pattern was characterized by four phases:

1. An initial period of "deceleration" where the external pressures of the job were replaced by internal pressures on the individual.
2. A short period of good attention and commitment, during which the students showed a notion of the "right" thing, developed a feel for what the "establishment" would approve of, and sensed the meaning of "good performance" as a student.
3. A period of personal confusion when the student discovered that the faculty meant what it said, that there was no "right" answer, no predetermined standard measure of learning success, no party line, and no fixed program.
4. Finally, a period of relaxed but total commitment to the immediate offering, when the participants became competent, articulate, tolerant, thinking individuals at ease with each other.

Although the Agency cannot ignore the "representative" aspects in selecting participants, the climate at the Institute is such that the CIA label, good or bad, will disappear. Flexibility in attitudes, willingness to listen, and ability to articulate views are important. A broad knowledge of the Agency and its mission, the ability to define intelligence terminology, and a familiarity with external and internal controls on Agency operations should be considered in the selection process. Selection of Agency candidates for the Federal Executive Institute is made by the Training Selection Board from nominations submitted by each Directorate. The limited quotas and the selection criteria are established by the Civil Service Commission with the expressed goal of serving the development needs of career executives in higher service levels in all Federal departments and agencies. It is hoped that the Federal Executive Institute will be to the Civil Service what the National War College is to the Military Service.

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MURDER, MAYHEM, AND THE MOTHER TONGUE

This is an address given by Wallace Carroll, editor and publisher of the Winston-Salem (N.C.) Journal and Sentinel on receiving an award at Marquette University on 4 May 1969. It is reprinted here because the argument applies with special force and importance to what we write as intelligence officers.

CPYRGHT

I rise to speak of murder. "Murder most foul, strange and unnatural," as Hamlet called it. Or, to use the more precise words of Professor Henry Higgins, "the cold-blooded murder of the English tongue."

This cold-blooded murder is committed with impunity day in and day out, and each one of us is at least an accomplice. The language of our fathers is mauled in the public schools, butchered in the universities, mangled on Madison Avenue, flayed in the musty halls of the bureaucracy, and tortured without mercy on a thousand copy desks.

Because of our brutality and neglect, the English that is our heritage from Shakespeare, from Addison and Steele, from Shelley and Keats, from Dickens and Thackeray, from Conrad and Kipling - this English is now on its way to the limbo of dead languages. Certainly, the language has changed more in the past ten years than in the previous one hundred - and the change has been entirely for the worse. And, if nothing is done to check this deadly process, our children and their children will speak in place of English a deadly jargon, a pseudo-language, that might best be called Pseudish.

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CPYRGHT

This is a prospect that should alarm every one who earns his living by the spoken or written word. Leaving pictures aside, the only thing we have to offer our readers and listeners is words -- words arranged in more or less pleasing patterns. But as things now go, those patterns are becoming less and less pleasing -- to the eye and to the ear. Even if we look upon spoken and written news as a mere article of commerce, the trend is an ominous one.

But the debasement of English as we have known it should also concern everyone outside our journalistic circle. For the English language -- as I hope to prove to you -- is one of our great natural resources. It is as much a natural resource as the air we breathe, the water we drink, and the timber and minerals that have made possible our material growth. Yet we are now polluting this priceless resource as senselessly as we have polluted the air and lakes and streams, and we are despoiling it as ruthlessly as we have despoiled our forests and mineral wealth.

The consequences for the American people could be as grave as the consequences we now have to face because of our heedless exploitation of our other natural resources.

The assault on the language begins in the public schools. We all know how Abraham Lincoln learned to read, lying on the floor of a log cabin, a candle or oil lamp at his elbow, puzzling out the words in an old Bible or whatever book he could lay hands on. Now, if Abraham Lincoln had enjoyed the advantages of our present-day schooling, he would never have discovered the strength and beauty of the language in this way. For Abe would have learned, not to read, but to "acquire a reading skill." There is something about this curious term that suggests what a plumber's apprentice goes through in acquiring a plumbing skill. In any event, the teacher, who had already been convinced by her courses in education that reading is a hard, tedious, mechanical process, would have conveyed the same feeling to the boy. And so Abraham Lincoln might have become an adequate plumber, but he certainly would not have written the Gettysburg Address.

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CPYRGHT

Still, having acquired a reading skill, the boy might have advanced to something ever more grand -- a course in "language arts". If you will compare the plain, clear word "English" with this pretentious and really meaningless term, "language arts", you will see what I am getting at. Or perhaps you will grasp it more easily if I quote a few words from Winston Churchill, a man who never took a course in language arts, though he did learn something about English:

"By being so long in the lowest form (at Harrow), I gained an immense advantage over the cleverer boys. I got into my bones the essential structure of the ordinary British sentence -- which is a noble thing. Naturally I am biased in favor of boys learning English. I would make them all learn English: and then I would let the clever ones learn Latin as an honor, and Greek as a treat."

It is a good thing for you and me that Churchill learned English and not language arts. For if he hadn't learned English (and I will explain this further), his England would have perished three decades ago. And then our America would have been left alone in a world of pernicious ideologies and relentless dictators.

I put this stress on "reading skills" and "language arts" because they are the most obvious symptom of a linguistic blight that some one has called "Educanto." A teacher who has mastered Educanto can rattle off such expressions as "life-oriented curriculum," "learner-centered merged curriculum," "empirically-validated learning package" and "multi-media and multi-mode curricula."

And such a teacher can easily assure that "under-achievers and students who have suffered environmental deprivation can be helped learning-wise by differentiated staffing and elaborated modes of visualization."

Of course, this passion for pompous and opaque expression is only the merest beginning. The higher we go in the educational maze, the more overblown the

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CPYRGHT

lingo becomes. Our universities have in fact become jargon factories: the more illustrious the university the more spectacular its output of jargon. And let some one find an awkward, inflated way to say a simple thing and the whole academic pack will take it up. I once remarked to a group of distinguished scholars that they would be offended if some one offered them the second-hand clothes of a Harvard professor, but they seemed only too proud to dress their thoughts in the man's second-hand gibberish.

Speaking of Harvard, we were told a few days ago by the faculty that the old place is about to be "re-structured". That word, if it really is a word, conveys to me a picture of what Attila did to Europe, and perhaps Harvard deserves as much. Certainly something is due an institution that turns out scholars who speak like this:

"You must have the means to develop coherent concepts that are sufficient to build up a conceptual structure which will be adequate to the experiential facts you want to describe, and which will not only allow you to characterize but also to manipulate possible relationships you had not previously seen."

In a spirit of mercy I shall skip what is done to the language Madison Avenue-wise and business-wise, and proceed directly to the apex of government in Washington.

Here we discover that the President doesn't make a choice or decision: he exercises his options. He doesn't send a message to the Russians: he initiates a dialogue -- hopefully (and what did we ever do before the haphazard "hopefully" came along) a meaningful dialogue. He doesn't try to provide a defense against a knockout blow: he seeks to deny the enemy a first-strike capability. He doesn't simply try something new: he introduces innovative techniques.

All this and more he does after in-depth analysis has quantified the available data as input so it can be conceptualized and finalized for implementation, hopefully in a relevant and meaningful way.

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CPYRGHT

Of all people, those of us who write and edit the news should be the guardians at the gate, the protectors of the public against this kind of barbarism. But what do we do? We not only pass along to the reader the Educanto, the gobbledegook, and the federalese; we even add some nifty little touches of our own.

Thus the resourceful reporter is likely to uncover meaningful decisions and meaningful dialogues all over the landscape. Or rather at all levels -- the national level, the state level, the community level, the frog-pond level. And in every community -- the scientific community, the academic community, the black community, the business community, the dog-catching community.

Then the editorial writers do their bit. These meaningful dialogues, they assure us, are adding new dimensions to our pluralistic society. And where this same society is going to stack all those new dimensions is something that will really call for some innovative techniques.

Then we get the syndicated columnist who writes like this: *"The key element in this mix of Nixon amelioratives and public concerns is that ephemeral element of confidence in the President and his conduct of the office. If Richard Nixon were in trouble on the personal confidence dimension, he could well be on the brink of imminent slippage."*

Now add to all this human ingenuity what the machine has done to the language. The Morkrum printer that brings the wire reports into the newspaper offices chugs along at 66 words a minute. The linecasting machine in the composing rooms sets type at a rate of eight to twelve lines a minute. The machine is mightier than the mind, and news writing must sacrifice all grace and clarity to accommodate these physical limitations. Thus most definite and indefinite articles must be eliminated in news writing. So must prepositions and constructions that require commas. Identification must be crammed together in front of a man's name so that every one gets an awkward bogus title. All the flexibility and lilt must be squeezed out of the writing so it reads as if the machine itself had composed whatever is written.

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And we get leads like this:

"Teamsters union president James R. Hoffa's jury-tampering conviction apparently won't topple him from office under a federal law barring union posts to any one convicted of bribery."

Clickety-clickety-click. It's not English -- it's Morkrumbo, the language of the Morkrum printer.

"'Daddy,' shrieked champion space walker Eugene A. Cernan's daughter, Teresa, 3, as she raced to her father." And. . .

"Former North Carolina State University's head basketball coach Everett Case today declared. . . Clickety-clickety-click."

Of course, our lucky colleagues in radio and television are free from the tyranny of the Morkrum printer and the line-casting machine. And they have had fifty years to develop an easy conversational style. So they, at least, have managed to preserve a little of the grace of pre-Morkrumbo English. . . .Or have they? Listen to one of the great men of television:

"Massachusetts Senator Edward Kennedy today declared. . .Commerce Secretary George Romney today told newsmen. . ."

You can almost hear the clickety-clickety-click of the Morkrum printer in counterpoint to the broadcaster's voice. The language of news broadcasting is frequently the purest Morkrumbo -- a language devised for the convenience of the machine, not for the pleasure of the human ear.

But why should any one care?

Well, as I said earlier, the English language as it came to us from our fathers has been one of our great natural resources. And that is what I must now prove.

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At least twice during my lifetime I have seen the English-speaking nations raised from despair and defeat almost by the power of the language alone.

The first time was during the Great Depression. It is hard to realize today how low our people had fallen. America had been eternally blessed. Americans had gone ever forward and the future held nothing for them but more and more wealth and happiness. Then came the great crash. The farmer was driven from his farm. The worker was sent home from the factory. Fathers scrounged in garbage cans, mothers prostituted themselves to feed their children. Was this the end of the system? Was this the end of the American dream?

Then the American people heard on the radio the voice -- the unforgettable voice -- of Franklin Roosevelt:

"The only thing we have to fear is fear itself."

He had no program when he said it. His concept of economics was as silly as Herbert Hoover's. But he told the people: "The only thing we have to fear is fear itself." And the panic began to subside and the people began to hope again.

Go back to the history of those days and read the words of Roosevelt. Easy English words. Simple declarative English sentences.

Then go back to the year 1940 and the story of the Battle of Britain. Hitler's invincible armies, his equally invincible air force, were poised at the Channel. Britain, its little army driven from the Continent and unprepared for total war, stood alone. Then the British people heard the voice of Winston Churchill:

"I have nothing to offer but blood, toil, tears, and sweat."

Blood, toil, tears, and sweat -- four bleak one-syllable, Old English words. Only a great leader would have dared to make such a promise -- and the British people suddenly knew they had such a leader.

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"We shall fight on the beaches (he said), we shall fight on the landing grounds, we shall fight in the fields and in the streets, we shall fight in the hills, we shall never surrender."

How simple the words -- nothing but crisp, clear declarative statements. But they stirred in every man and woman in the land the urge to be a hero.

Legend has it that Churchill then put his hand over the microphone and said as an aside: "We shall hit them with beer bottles; because -- God knows -- that's all we've got."

It was certainly in character and almost literally true. I remember a trip I made at the time to the Channel coast to see whether the British were really capable of repelling an invasion. I remember meeting an unknown general named Montgomery, who had been driven out of Belgium and northern France, and whose shame and resentment burned in every word and gesture. The best he could show me was a platoon of infantry -- 16 men -- armed with tommy-guns from America. When I returned to London I did a little checking and learned that those were the only 16 tommy-guns in the British Isles. Yet Churchill said:

"We will fight on the beaches. . . we will never surrender." And the people believed him. Then he turned to America and said:

"Give us the tools and we will finish the job."

Note that he did not say: "Supply us with the necessary inputs of relevant equipment and we will implement the program and accomplish its objectives."

No, he said: "Give us the tools, and we will finish the job."

And across the Atlantic, Roosevelt heard him and spoke this simple analogy to the American people:

"Suppose my neighbor's home catches fire, and I have a length of garden hose four or five hundred feet away. If he can take my garden

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hose and connect it up with his hydrant, I may help him put out his fire. Now, what do I do? I don't say to him before that operation, "Neighbor, my garden hose cost me \$15, you have to pay me \$15 for it." I don't want \$15 -- I want my garden hose back after the fire is over. . ."

With plain backyard talk like this, Lend-Lease was born, Britain was saved and America gained time to arm for war.

My friends, the English language has stood us in good stead. And never doubt for a moment that we shall need it again in all its power and nobility. That language, as it was entrusted to us by our fathers, enables us to stand with Henry V at Agincourt, with Thomas Jefferson at the birth of this Republic, with Lincoln on the hallowed ground of Gettysburg, with Roosevelt at the turning point of the Great Depression, with Churchill in Britain's finest hour.

That language gives every man jack of us a right to claim kinship with Will Shakespeare of Stratford, with Wordsworth of the Lake country, with Thoreau of Walden Pond, with Bobby Burns of Scotland, with Yeats and Synge and O'Casey of Ireland, and with all the others from whom a great people can draw its character and inspiration.

Let us not allow the latter-day barbarians to rob us of this birthright. Rather, taking our watchword from Winston Churchill, let us resolve today:

We shall fight them in the school rooms, we shall fight them on the campuses, we shall fight them in the clammy corridors of the bureaucracy, we shall fight them at their mikes and at their typewriters. And when we win -- as win we shall -- we shall bury them in the rubble of their own jargon. Because, Lord knows, they deserve nothing better.

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COMPUTERS IN EDUCATION

The plebe at the U. S. Naval Academy in Annapolis...

The customer engineer at IBM field offices across the country...

The math and science student at the Altoona, Pennsylvania, high school...

The would-be doctor at Ohio State University's College of Medicine...

The first-grader at Brentwood Elementary School in East Palo Alto, California...

The physics student at Florida State University...

The Russian language student at the Defense Language Institute...

all are using a relatively new method of instruction called Computer-Assisted Instruction (CAI). In CAI an instructional program is stored in a computer, and material is presented to the student by means of a typewriter, cathode-ray tube, optical projection, or audio tape. As with Program Assisted Instruction, one of the characteristics of CAI is active participation by the student, who uses a typewriter keyboard, light pen, or other means to respond to the segment of instruction given.

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At least five different instructional strategies may be used for CAI:

- (1) Drill and practice, for subjects such as mathematics, giving the student practice on particular concepts.
- (2) Tutorial, using a branching-type program, where a student's pathway through the learning materials is determined by his response to the instruction.
- (3) Simulation, which duplicates in the learning situation the format and sequence of events in the real world, such as a chemistry laboratory.
- (4) Games, a form of simulation involving situations of competition or conflict, which may engage more than one person.
- (5) Learner-controlled mode, which permits the learner to structure for himself the sequence of instructional experiences he will receive.

IBM, RCA, GE, Honeywell, Philco-Ford, Control Data Corporation, and Digital Equipment Corporation are among the companies making computers which are used for CAI. Preparation of software, or instructional programs, to be used in the computers requires a great deal of time. Some of the hardware manufacturers have acquired publishing companies to produce programs for their computers, especially for those being used in public schools. In other cases classroom teachers assist in the development of materials, such as at the Naval Academy.

CAI offers instruction on a one-to-one basis--one student at a terminal, one instructional program in the computer which has been prepared by a teacher, or a team of teachers. Computer time-sharing techniques enable up to 30 students to make use of one computer at the same time. The speed with which the computer operates gives the student the impression that he is the only person using it at that time. With the continuing increase in the number of students, CAI is one way of making individualized instruction a reality.

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Computer-Managed Instruction

Another use of computers in education is called Computer-Managed Instruction (CMI). The computer is used to help the teacher administer and guide the instructional process, but the student does not interact directly with the computer. Information about each student's special aptitudes, learning patterns, and background is stored in the computer, along with a complete list of instructional materials for each segment of the curriculum. The student is first tested to determine his achievement status and his learning characteristics. Objectives are then selected and the computer recommends a program of study. Learning materials are not stored in the computer, but rather consist of such things as programmed instructional texts, audio tapes or phonograph records, and video tapes. The computer is able to recommend the use of the appropriate media based on the student's learning style.

After the student has completed the unit of instruction suggested, the computer aids in the evaluation process. It tells the teacher not only which questions were missed, but also which behavioral objectives were not learned. The student can then be given further instruction or remedial assignments related to the objectives which he has not achieved. By monitoring and operating an informational system, the computer in CMI supports the teacher, who is then able to spend more time working with the students on an individual basis.



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CAI and CMI, while being used by thousands of students across the country, are still considered to be in an experimental stage. As Dr. Lawrence M. Stolorow of the Harvard Computing Center has said, "at the moment, CAI is like the Wright brothers' first airplane: it is hardly of practical value, but its development cannot be ignored." The Instructional Support Staff of the Office of Training continues to follow developments in this area of educational technology in order that the Agency may be aware of its potential, as well as its problems, with the possibility that at some time in the future CAI or CMI may be used in our training courses.



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MANAGEMENT MOTIFS

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He who every morning plans his transactions of the day and follows out that plan carries a thread that will guide him through the maze of the most busy life. But where no plan is laid, where the disposal of time is surrendered merely to the chance of incidence, chaos will soon reign.

Victor Hugo

TEN IDEAS FOR SOLVING PROBLEMS

Agency officers who have participated in the Advanced Management (Planning) Seminar, now being offered by the Support School on essentially a monthly schedule, will quickly recognize the problem-solving formula suggested by the following excerpt from an article appearing in the American Insurance Digest:

- "1) Is there a solution to the problem? Not all problems can be solved. Don't expect to accomplish the impossible;
- 2) Say it or write it down. Lay it out so that you can analyze its complications;
- 3) Define the problem positively. This optimistic outlook inspires a positive solution, both in yourself and others;

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- 4) Have you forgotten anything? Don't let the omission of important data slow down your decision;
- 5) Get additional information. Research may bring out facts you've forgotten or simply don't know about;
- 6) Look for more than one answer. Are there alternative solutions? If so, which is best?
- 7) Welcome new ideas. And give a new idea the opportunity to prove itself;
- 8) Check your solution and check yourself. Evaluate your answers. Since you can't predict precisely how a solution will work, changes and corrections may be necessary;
- 9) Don't look for a perfect solution. Aim for the best you can get under the circumstances;
- 10) Rest your ego. If your problem involves others, give the others a chance to be right once in a while. Insistence on being right all the time only alienates people. Besides, infallibility is a tremendous burden to bear."

The AM(P) is proving to be an especially popular and productive seminar. All Training Officers are urged to promote maximum enrollment of their careerists in Grade GS-13 and above with the view toward helping to develop in due course a truly systematic approach to sound planning and effective problem-solving within each component of all Directorates. To reiterate our advice in this regard, while the AM(P) embraces key aspects of the Agency's Programming, Planning, and Budgeting System, it is more specifically designed to sharpen the techniques which can serve the planner, problem-solver, or decision-maker in whatever situation may call for his managerial skills and judgment.

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SO YOU'RE CHAIRING A MEETING

"Managerial Grid" graduates, as well as Agency officers who have taken OTR's "Conference Techniques" course, will appreciate the advice set forth in the following excerpt from an article in International Management:

"It takes more than a copy of Robert's Rules of Order and a gavel to chair an effective meeting, especially when the meeting is one of those problem-solving sessions involving a relatively small group where a good deal of give-and-take is desirable. Here are some basic principles:

- 1) Don't compete with group members. Wait until the others have finished before stating your views, or you will run the risk of influencing the free exchange of ideas;
- 2) Listen to understand, not to judge. Try paraphrasing each member's points to make sure everyone understands them;
- 3) Don't permit anyone to be put on the defensive. Don't let anyone shoot down poor ideas; they'll fall of their own weight. Don't let negative criticism inhibit creativity;
- 4) Use every member of the group. Encourage the quiet ones to contribute, but don't embarrass them. On the other hand, don't let the aggressive members dominate the session;

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- 5) Keep the energy level high, the talk moving quickly, the humor lively;
- 6) Keeping notes on an easel pad is a useful way of showing that the discussion is making progress from point to point;
- 7) Don't try to manipulate the group. Members will sense this and resent it;
- 8) When such groups meet periodically, it's a good idea to switch the chairmanship from member to member."

NEW TRAINING MANUAL

Copies of Intelligence School Training Manual No. 4, The Office of Economic Research (May 1969, 173 pp., Secret/Noform) are available from the Intelligence School (extension 2452). Although the manual is intended principally for use with the Career Training Program, it may be of interest to analysts currently engaged in economic research. Other professionals who have had occasion to speculate about the responsibilities of the Office of Economic Research may also find this publication enlightening. The manual contains a brief text of various aspects of the economic intelligence activity in this Agency and some thoughts about professionalism in economic intelligence production. It also provides a collection of readings on methodological and philosophical problems of OER's work.

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NON-AGENCY TRAINING



This section of the OTR Bulletin contains information on non-CIA courses or programs related to career development of CIA employees. Attendance may be sponsored by the Agency, or it may be self-sponsored. Training Officers must be consulted on Agency-sponsored training.

For additional information on the courses outlined in this section of the OTR Bulletin or on other external courses, call TR/ISS/AIR, extension 2896, or for information on registration, call extension 3137.



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1969-1970 FALL SESSION SCHEDULES
WASHINGTON AREA UNIVERSITIES

Note to Training Officers: Admissions, Information and Records Branch, OTR, must have requests for Agency sponsorship of employees (Form 136) in courses at the following universities a minimum of three weeks prior to registration. Retroactive approval, by regulation, is not allowed.

AMERICAN UNIVERSITY

4, 5, 6 September 1969: Registration
8 September 1969: Classes Begin

CATHOLIC UNIVERSITY

15-20 September 1969: Registration
17 September 1969: Classes Begin (Undergraduate)
22 September 1969: Classes Begin (Graduate)

GEORGE MASON COLLEGE

11-12 September 1969: Registration
15 September 1969: Classes Begin

DEPARTMENT OF AGRICULTURE GRADUATE SCHOOL

6-13 September 1969: Registration
Week of 15 September 1969: Classes Begin

GEORGE WASHINGTON UNIVERSITY

18-20 September 1969: Registration
23 September 1969: Classes Begin

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GEORGETOWN UNIVERSITY

15-17 September 1969: Registration
17 September 1969: Classes Begin

HOWARD UNIVERSITY

11-12 September 1969: Registration
15 September 1969: Classes Begin

MONTGOMERY JUNIOR COLLEGE

9, 10, 11 September 1969: Registration
15 September 1969: Classes Begin

UNIVERSITY OF MARYLAND

8-12 September 1969: Registration
16 September 1969: Classes Begin

NORTHERN VIRGINIA COMMUNITY COLLEGE

25-26 September 1969: Registration
30 September 1969: Classes Begin

UNIVERSITY OF VIRGINIA, NORTHERN VIRGINIA CENTER

27 August - 17 September 1969: Registration
22 September 1969: Classes Begin

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OFF-CAMPUS

Off-Campus Programs on Agency premises during the 1969-1970 Academic Year will be conducted by the Office of Training in coordination with American University. No George Washington University courses are being offered at this time. The programs enable Agency employees to further their professional capabilities by taking courses, undergraduate or graduate, at reduced rates and under convenient conditions. These programs also provide an opportunity for components to meet extensive requirements for particular categories of training.

While it is unfortunate that Agency employees under cover cannot take courses in the CIA Off-Campus Program, nevertheless, there are many excellent opportunities for after-hours, off-campus academic programs at other installations in the area. The programs cover a wide range of subjects with a number of universities represented, and offer an opportunity to obtain academic training without the limitations imposed by cover in our own program.

For the convenience of their employees, many Government agencies hold after-hours academic courses for college credit in their own buildings. The sponsoring agencies staff the "off-campus" courses with their own employees. The latter are accredited by the appropriate university and must follow its course outline. Courses may be taken either individually or as part of a degree program. The tuition, too, is usually somewhat lower than for the same courses given at the college (on campus). Most agencies will

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permit students from other agencies to enroll on a first come first served basis, but the Department of Defense limits participation in some of its buildings to military employees of the Services.

The courses held in certain military installations, where registration is limited to military personnel

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Except for these restricted places, anyone may enroll in any of the American University, George Washington University, or University of Maryland off-campus programs.

The courses can be taken with or without official sponsorship. Inquiries on sponsorship should be directed to the Component Training Officer.

At CIA each three credit-hour course will cost \$141. All classes will start during the week of 22 September and will continue for 15 weekly 2 1/2 hour sessions. All classes and examinations will be completed by 9 January 1970. A person may enroll on his own or, if the course is approved as job-related or developmental, under Agency sponsorship. All instructors are Agency employees accredited by the universities. Most of the courses will be conducted in the Headquarters Building.

Registration for the fall term will be in the Auditorium at Headquarters on Monday, 8 September, from 10 a.m. to 3 p.m. A representative from American University will be present to answer questions. Further information on the courses or the Off-Campus Programs in general may be obtained by calling Ruth, OTR/ISS/AIR, extension 2896.

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It is expected that the following courses will be offered on the days indicated. All elements of the program including the days listed, are tentative, however.

- 19.500. Price Theory. Presents the necessary elements of price theory for graduate students enrolled in the terminal M.A. Program. Prerequisite: 19.101 Introduction to Economics II. Thursday.
- 19.305. Introduction to Quantitative Economics. Selected topics from analytical geometry, calculus, linear algebra statistics, computers, and their applications to problems in economic research and analysis. Monday.
- 41.560. Numerical Analysis I: Basic Problems. Interpolation, finite differences, numerical differentiation, integration, and approximation by orthogonal functions, least squares, asymptotic representations, difference equations, continued fractions, planning tables, optimum interval tables, differencing. Prerequisite: 41.223 Differential and Integral Calculus II. Tuesday.

Approval of the Directorate Information Processing Coordinator is required on all requests for the following ADP courses.

- 55.310. Introduction to Data Processing. An introduction to the problems, principles, and methods of data processing. Wednesday.
- 55.530. Automatic Data Processing Systems. A survey of the systems aspects of ADP. Emphasis is placed on the computer organization and equipment operation, the concept of programming, data processing equipment, information and data systems, systems analysis, equipment acquisition and utilization, and data communication systems. Prerequisite: 55.310 Introduction to Data Processing or equivalent experience. Tuesday.

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- 55.511. Systems Approach. An introduction to the systems analysis approach to the study and design of managerial and operational organization and process. This course is fundamental to all other courses in this general sequence, or for anyone who expects to be responsibly concerned with the managerial, operational, or control organizations and processes of business or government. This course will include problem exercises to illustrate the rigor and the discipline and the nature and scope of its applications. Thursday.
- 55.540. Operations Research in Management. How operations research supports management; decision theory approach; applied decision theory; introduction to basic operations research models and problems; implementation of operations research solutions. Prerequisites: 69.300 Business Statistics or 69.400 Managerial Statistics; 41.111 Analytic Geometry or 55.411 Introduction to Management Mathematics. Tuesday.
- 55.560. Systems Design for Business Operations. A mechanization and automation of office operations. A practical course in the capabilities, applications, and design and use of systems for handling administrative data, cases, and processes. Punch card machines; electronic computers. Prerequisites: 55.530 Automatic Data Processing Systems. Wednesday.
- 66.400. Managerial Statistics. Survey of first year statistics (Basic Statistics and Business Statistics) required for MBA candidates entering without 6 hours of statistics. Prerequisite: 41.100 Survey of Math or graduate status. Thursday.

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INTERAGENCY COURSES

Selected Civil Service Commission courses, usually given at 1900 E Street, N. W., and several United States Department of Agriculture Graduate School Special Programs are listed below with their starting and ending dates, approximate costs, and whenever possible, GS grade level requirements. Since all Training Officers will receive the Annual Catalogues of both the Civil Service Commission and the U.S.D.A. Graduate School, they will have sources for answering questions on course descriptions. For further assistance call OTR/ISS/AIR, extension 2896.

Civil Service Commission

Automatic Data Processing

ADP ORIENTATION		
8 - 12 Sept	\$ 60	GS-07 & above
ADP SYSTEMS ANALYSIS SEMINAR		
15 Sept - 3 Nov	\$175	GS-09 & above
ADVANCED SYSTEMS TECHNOLOGY FOR ADP SYSTEMS ANALYSTS		
20 - 24 Oct	\$160	
For digital computer systems analysts.		
APPLICATIONS OF OPERATIONS RESEARCH FOR EXECUTIVES		
29 Oct, 5 Nov, 12 Nov, 19 Nov	\$175	GS-14 & above
DECISION LOGIC TABLE WORKSHOP		
9 - 11 Sept		
18 - 20 Nov	\$ 95	GS-09 & above
EXECUTIVE SEMINAR IN ADP		
25 - 26 Sept	\$ 90	GS-15 & above or equivalent

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Civil Service Commission (continued)

EXECUTIVE SEMINAR IN OPERATIONS RESEARCH		
18 - 19 Sept	\$ 90	GS-14 & above or equivalent
EXECUTIVE SEMINAR IN MANAGEMENT INFORMATION THEORY		
29 - 30 Sept	\$ 90	GS-14 & above
EXECUTIVE SEMINAR IN MANAGEMENT REPORTING SYSTEMS		
3 - 4 Nov	\$ 90	GS-14 & above
EXECUTIVE SEMINAR IN STATISTICAL SCIENCE FOR MANAGEMENT		
20 - 21 Nov	\$ 75	GS-14 & above
EXECUTIVE WORKSHOP IN ADP PROGRAMMING		
17 - 21 Nov	\$140	GS-14 & above
EXECUTIVE WORKSHOP IN ADP SYSTEMS ANALYSIS		
12 - 14 Nov	\$120	GS-14 & above
FIELD WORK PROGRAM IN ADP SYSTEMS ANALYSIS		
26 Sept - 14 Oct	\$125	
Consult Training Officer for prerequisites.		
MANAGEMENT INTRODUCTION TO ADP		
15 - 16 Sept		
20 - 21 Oct		
8 - 9 Dec	\$ 50	GS-11 & above
MATHEMATICS FOR MANAGERS		
23 Sept - 2 Dec	\$250	GS-14 & above
MATHEMATICS FOR MIDDLE MANAGERS		
14 Oct - 3 Dec	\$225	GS-09 - 13
OPERATIONS RESEARCH ORIENTATION		
6 - 8 Oct	\$ 50	GS-09 & above
PRINCIPLES AND PRACTICES OF AUDITING IN THE ADP SYSTEMS ENVIRONMENT		
8 - 26 Sept		
6 - 24 Oct		
3 - 21 Nov		
1 - 19 Dec	\$160	GS-09 & above
SEMINAR IN ADP MANAGEMENT AND ADMINISTRATION		
4 - 6 Nov	\$135	
Consult Training Officer for prerequisites.		

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Civil Service Commission (continued)

SEMINAR ON ADP IN FINANCIAL MANAGEMENT		
24 - 26 Nov	\$120	GS-11 & above
SEMINAR ON ADP IN PERSONNEL MANAGEMENT		
10 - 12 Dec	\$120	GS-11 & above
SEMINAR ON ADP IN SUPPLY MANAGEMENT		
17 - 19 Dec	\$120	GS-11 & above
SEMINAR ON ADP IN TECHNICAL INFORMATION SYSTEMS		
22 - 24 Oct	\$120	GS-09 & above or equivalent
SYSTEMS ANALYSIS FOR COMPUTER PROGRAMMERS		
22 - 26 Sept		
27 - 31 Oct	\$160	
For computer programmers and newly assigned analysts with programming experience.		
TECHNIQUES AND METHODS OF OPERATIONS RESEARCH		
16, 17, 23, 24 Oct	\$150	GS-09 & above
WORKSHOP IN INDEXING AND ABSTRACTING FOR ADP INFORMATION SYSTEMS		
3 - 5 Nov	\$120	
Consult Training Officer for prerequisites.		

Financial Management and PPBS

COST/BENEFIT WORKSHOP		
28 Jul - 1 Aug		
15 - 19 Sept		
27 - 31 Oct		
8 - 12 Dec	\$175	GS-11 & above
CURRENT ECONOMIC ISSUES		
2 - 5 Sept		
12 - 14 Nov	\$160	GS-12 & above
EXECUTIVE ORIENTATION IN PPB		
10 - 12 Sept		
24 - 26 Nov	\$105	GS-14 & above

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Civil Service Commission (continued)

THE FEDERAL BUDGET PROCESS

21 - 22 Aug
18 - 19 Sept
16 - 17 Oct
13 - 14 Nov
18 - 19 Dec \$ 75
Consult Training Officer for prerequisites.

FINANCE IN AGENCY MANAGEMENT

4 - 8 Aug
3 - 7 Nov \$175 GS-07 - 12

GENERAL ORIENTATION IN PPB

4 - 5 Aug
2 - 3 Oct
3 - 4 Nov \$ 70 GS-13 & below

INTRODUCTION TO COST ANALYSIS

28 - 30 Jul
29 - 31 Oct \$145
For staff analysts and managers who require a
working knowledge of cost analysis.

MANAGEMENT OF RESEARCH AND DEVELOPMENT CONTRACTS
Fall 1969 (Dates to be announced)

Consult Training Officer for prerequisites.

MANAGEMENT USE OF FINANCIAL INFORMATION

8 - 12 Sept
8 - 12 Dec \$200
Consult Training Officer for prerequisites.

MODELS FOR MANAGEMENT DECISIONS

23 Sept- 14 Oct \$250
Consult Training Officer for prerequisites.

PLANNING-PROGRAMMING-BUDGETING SEMINAR

13 - 24 Oct
1 - 12 Dec \$350 (exclusive of meals and
lodging)
Residence course (place to be announced) for upper
and middle level managers using PPB in decision-making.

PREPARATION AND REVIEW OF BUDGET JUSTIFICATIONS

1 - 3 Oct
24 - 26 Nov \$175
For those who prepare, receive or defend budget
justifications.

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Civil Service Commission (continued)

SYSTEMS ANALYSIS FOR GOVERNMENT OPERATIONS

6 - 8 Aug
3 - 5 Sept
29 Sep - 1 Oct
5 - 7 Nov
15 - 17 Dec \$125 GS-13 & above

WORKFORCE ESTIMATING

25 - 27 Aug
22 - 24 Sept
20 - 22 Oct
17 - 19 Nov
15 - 17 Dec \$105
Consult Training Officer for prerequisites.

Personnel Management

ADVERSE ACTIONS

20 - 24 Oct \$ 90
For employees who conduct hearings or prepare
instructions on the conduct of hearings.

EQUAL EMPLOYMENT OPPORTUNITY COUNSELING

24 - 26 Sept \$ 90
For EEO counselors or trainers of EEO counselors.

IDEAS AND AUTHORS: PERSONNEL MANAGEMENT

7 Oct, 4 Nov, 9 Dec, 6 Jan 1970
\$100 GS-13 & above

INTRODUCTION TO PERSONNEL MANAGEMENT

25 - 29 Aug \$120 GS-05 - 09

INVESTIGATION OF COMPLAINTS OF DISCRIMINATION

6 - 8 Aug
12 - 14 Nov
3 - 5 Dec \$ 90
For employees having significant responsibility for
investigating discrimination complaints.

LABOR-MANAGEMENT RELATIONS FOR PERSONNEL SPECIALISTS

1 - 3 Dec \$ 90 GS-05 - 12

MANAGEMENT AND THE NEGOTIATED AGREEMENT

1 - 3 Oct \$ 90
Managers who are responsible for directing the
work of major segments of agency programs.

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Civil Service Commission (continued)

NEGOTIATING AND IMPLEMENTING AGREEMENTS

18 - 20 Aug \$ 90
 For those assigned management responsibility
 for negotiating agreements.

PERSONNEL MANAGEMENT FOR MANAGERS

10 - 12 Dec \$ 90 GS-13 & above

ROLE OF THE FEDERAL MANAGER IN EEO

29 Sept - 1 Oct \$ 90 GS-12 & above

U.S. Department of Agriculture Graduate School Special Programs

EXECUTIVE SECRETARIAL SEMINAR

National Press Building \$ 95
 First two full weeks of each month, Monday,
 Wednesday and Friday, 9:15 a.m. - 12:30 p.m.

MANAGEMENT DEVELOPMENT PROGRAM FOR GOVERNMENT EXECUTIVES

Washington, D. C. and Williamsburg, Virginia \$450

42nd Program43rd Program

Phase I-- 6 & 7 Nov (D.C.)	Phase I-- 4 & 5 Dec (D.C.)
II-- 7 - 12 Dec (Va.)	II--18 - 23 Jan (Va.)
III-- 8 & 9 Jan (D.C.)	III--19 & 20 Feb (D.C.)

Consult Training Officer for prerequisites.

MANAGEMENT DEVELOPMENT PROGRAM FOR GOVERNMENT MANAGERS

Washington, D. C. and Williamsburg, Virginia \$450

Phase I--16 & 17 Oct (D.C.)	
II--16 - 21 Nov (Va.)	GS-12 - 13
III--18 & 19 Dec (D.C.)	or equivalent

MANAGEMENT PROGRAM FOR EXECUTIVES IN SCIENTIFIC AND
ENGINEERING ORGANIZATIONS

Washington, D. C. and Williamsburg, Virginia \$450

16th Program17th Program

Phase I--25 & 26 Sept (D.C.)	Phase I--13 & 14 Nov (D.C.)
II--19 - 24 Oct (Va.)	II-- 4 - 9 Jan (Va.)
III--11 & 12 Dec (D.C.)	III-- 9 & 10 Feb (D.C.)

Consult Training Officer for prerequisites.

SEMINAR FOR WOMEN EXECUTIVES

National Press Building \$125

24 - 26 Sept

29 - 31 Oct

Consult Training Officer for prerequisites.

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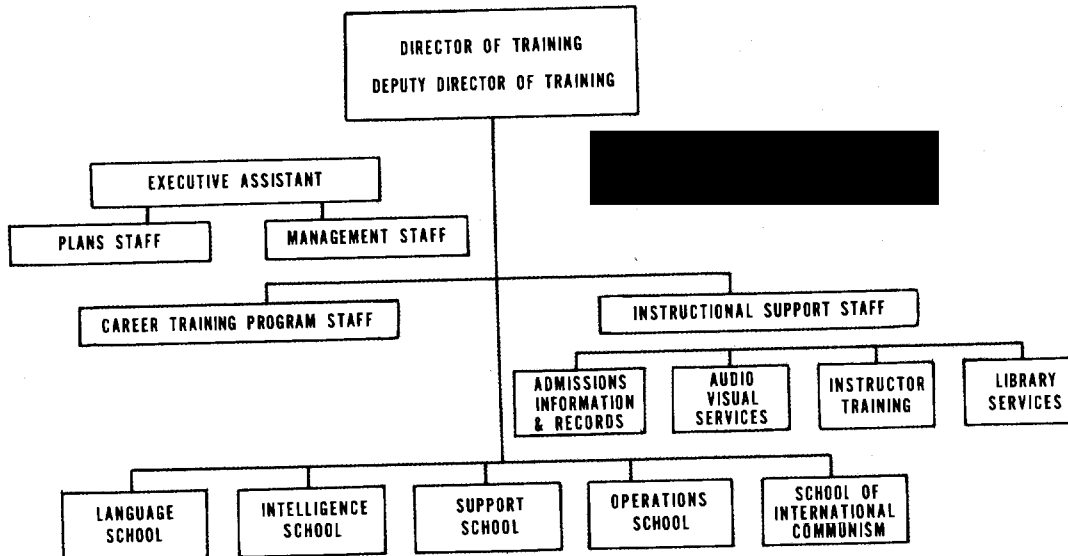
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